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Democracy in Education

Education for Democracy

The American Teacher

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS

Why I Am a Member of the Teachers Union

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AN APPEAL

Robert Underwood Johnson in the New York Times

*Heirs of great yesterdays, be proud with me
 Of our most envied treasure of the Past;
 Not wide domain; not doubtful wealth amassed;
 Not ganglia cities—rival worlds to be!—
 But great souls, servitors of Liberty,
 Who kept the State to star-set Honor fast,
 Not for themselves alone but that, at last,
 No nation should to Baal bow the knee.*

*Are we content to be inberitors?
 Can you not hear the pleading of the sod
 That canopies our heroes? Haste, then!
 Help the sad earth unlearn the vogue of wars.
 Be just, and earn the eternal praise of men;
 Be generous, and win the smile of God.*

NATIONAL CAMPAIGN FOR RELIEF OF PENNSYLVANIA AND OHIO MINERS AND FAMILIES

The lockout of the Pennsylvania and Ohio coal miners, now in its eighth month, has brought about a very serious situation in many of the mining camps. The miners are reduced to the barest necessity, and in many cases are actually in want as winter comes on. The thousands of evictions have left families without shelter, except for tents or the rough wooden barracks hastily being erected. Food and clothing for almost half a million men, women and children must be provided.

To meet this need, the Emergency Committee for Strikers Relief, established by the League for Industrial Democracy and the American Civil Liberties Union, with Norman Thomas as chairman and Forrest Bailey, treasurer, has been called into activity. The committee is preparing to rush supplies of food and clothing to the neediest districts, to be distributed through the local relief committees of the miners union.

Donations should be sent to the New York headquarters of the committee, Presbyterian building, 156 Fifth-av., Room 1027.

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The great deed never grows small.

The American Teacher

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Volume XII, No. 5

JANUARY, 1928

Two Dollars a Year

Why I Am a Member of the Teachers Union

JOHN DEWEY

Professor of Philosophy, Columbia University

I think you will all agree with me that Miss Blake may be technically retired as a teacher or principal, but she is not retired either from the Union or from interest in everything that is progressive and straightforward that concerns teachers. I thought, as she was speaking, about who the really retired teachers are. At least, the really "tired" teachers, and the retiring ones. I came to the conclusion that they were the ones who are not the members of the Teachers Union, that they were so tired that they are willing to get behind the shelter of the teachers who do band themselves together to do the actual work; they are too retiring to come forward and take any active part in it themselves.

Now, as to why I am a member of the Teachers Union, the query that comes naturally to my mind is why should I not be? Why should not every other teacher be? But there is one personal element in the situation that I would like to mention. I have found that the spirit of courage, of straightforwardness, of energy, of practical idealism, a sense of justice for all who are in any way wronged or in danger of being wronged, which animates our president, is the animating spirit of the Union; and I have been proud, if for no other reason, to be a member of the Union, so as to be associated with the men and women who are conducting its affairs.

I suppose in raising the question, why be a member of the Teachers Union, the emphasis falls upon the fact that it is a union in the familiar sense of the word, and is affiliated with the American Federation of Labor. One would hardly raise the question today of why be a member of a teachers' organization, like the National Educational Association or an Association of English Teachers or History Teachers or Mathematics Teachers. We don't have to have meetings to discuss the why and the wherefore

of that question. So I suppose the point of this particular question is: Why be a member of a labor union which is affiliated with other labor unions, which is federated with them? And, in earlier days, at least, that was the stark objection. As Miss Blake has already said it was lowering the dignity of a profession. It was bringing it down to—just think of it—the level of work.

That reminds me that some years ago when there was a proposal to introduce a Department of Social Work in Columbia University, one of my colleagues objected on the ground that he thought it was a very bad precedent to have "work" in the title of any university department.

When Mr. Linville was speaking last, relative to past discussions in the American Federation of Teachers on the question of admitting educational officials to membership, I was reminded of a very similar discussion in connection with the organization of the American Association of University Professors, which I regret to say has not yet advanced to the point of being affiliated with the Federation of Labor, but which at the same time, is a working, and a somewhat militant organization, not one for purely academic discussion. The same question arose in considering whether the college president should be admitted into the Association. By some coincidence which I don't undertake to explain, the professors present came to the same conclusion that you came to in your organization. And while there was an active minority that thought presidents ought to have the benefit of education by contact with the workers of the Association, the views of the majority were decidedly to the contrary. I expect the time will come when the professors' association will be sufficiently large and sufficiently powerful so that it will feel safe to admit them. They have not reached that point yet, I think.

Well, as to why one belongs to a teachers' organization of this type instead of simply to the other

Address delivered at the Membership Meeting of the Teachers Union of the City of New York, Local No. 5, American Federation of Teachers, on November 18, 1927.

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type, it seems to me the answer is obvious. There are plenty of grounds for the meeting of teachers together both in general and in particular branches, for the discussion of topics of academic interest; discussions of improvement in subject matter taught and in methods of teaching. That is all to the good! But there is also room, plenty of room, and need, for an organization which has in view something more than academic purposes. There is need for a working, aggressive organization that represents all of the interests that teachers have in common, and which, in representing them, represents also the protection of the children, and the youth in the schools against all of the outside interests, economic and political and others that would exploit the schools for their own ends, and in doing so, reduce the teaching body to a condition of intellectual vassalage.

If the teachers today especially in our larger centers, are not in the position of intellectual serfs, it is due more, I am confident, to the energetic and aggressive activity of the teachers unions than to any other cause.

In how many of the important, practical issues of the day have these other worthy organizations taken an active part? In the document in preparation which our president has spoken of and of which he was kind enough to send me an advance copy, he mentions the fact that the Teachers Union was the first teachers' organization to protest against the Lusk Law. Probably there were others that did it after the way had been blazed, and it did not require so much courage. It was again the first organization to protest against the bills introduced in the Legislature which would involve a censorship of history teaching and which would have made New York as ridiculous in the eyes of the civilized world as is now a city in the middle west that I won't mention. (I used to live there and I have an affection for it). It was the first teachers' organization to protest against the prostitution of American Educational Week to militaristic purposes.

Now, these are samples of the kind of thing that a Teachers Union organized for definite practical purposes, and strong in its affiliation with the American Federation of Labor, will undertake in meeting courageously the kind of question that academic organizations are likely to dodge.

What would be the condition of the laboring men and women today if there were no labor unions? I

don't mean simply the condition of the people who are in these unions, but the condition of labor generally. One has only to ask the question to know that we should be then contemplating a great tragedy.

Now, the very existence of teachers' unions does a great deal more than protect and aid those who are members of it; and that by the way, is one reason the Teachers Union is not larger. It is because there are so many teachers outside of it who rely and depend upon the protection and support which the existence and the activities of the union give them, that they are willing to shelter behind the organization without coming forward and taking an active part in it.

And if there are teachers here tonight—especially if there are any college teachers, but I am afraid there are not—who are not members of the union, I should like to beg them to surrender the, shall I call it, cowardly position, and come forward and actively unite themselves with those who are doing this great and important work for the profession of teaching.

It is said that the Teachers Union as distinct from the more academic organizations over-emphasizes the economic aspect of teaching. Well, I never had that contempt for the economic aspect of teaching, especially not on the first of the month when I get my salary check. I find that teachers have to pay their grocery and meat bills and house rent just the same as everybody else. I find that the respect in which they individually and collectively are held in the community is closely associated with the degree of economic independence which they enjoy. I find that teachers, more than some other members of the community are expected by the community to maintain a certain fairly high standard of living. And I find that in the end, those who control the money that is behind an institution generally control the rest of the institution as well. So I make no apology for saying that one reason for being a member of the Teachers Union is the fact that it does emphasize the economic aspect of the teaching profession as these other organizations do not, though they have been known, I think, when salary bills were up in Albany to send representatives there. But these other organizations do not persistently and consistently maintain the economic independence of the teacher in all its phases.

It was not the Teachers Union that introduced

the idea of a business administration of the schools in the great cities of this country, meaning by a business administration one which subordinates the educational management of the school to the group of the largest taxpayers and tax dodgers. It was not the Teachers Union that introduced the economic factor in education by attempting to keep the teachers' mouths shut on all questions that were of economic interest to all excepting a numerically small group of big business concerns. No, my friends, it was not the teachers or the Teachers Union that introduced these economic elements into the schools, and the problems of their right management.

We live in an industrial age and it is academic folly and mere phantasy to suppose that the conduct of public education can be divorced from the prominence which economic, industrial and financial questions occupy in all other phases of our social life.

The Teachers Union has also been a constant and aggressive force in combatting the efforts of various organized interests (that do not meet simply for academic discussions) to exploit the schools for their own ends. These outside forces that like to use the school for their own purposes are both more numerous and better organized than the general public is aware of. Some reference was made by Mr. Linville to the matter of militarism. Now, as many of you probably know, there has been an active movement in many parts of the country to eliminate compulsory military drill as a part of the curriculum of high schools and colleges, where it does not stop with drill. But there has long been a very determined effort in these institutions to inculcate a warlike spirit, a kind of wild, red-eyed patriotism. (The Bolsheviks don't monopolize all the red there is in the world. Some of these conservative citizens are very red under cover.)

There is also a very well organized and apparently well financed movement which is not contented with putting its case before the public, but which produced a document holding up all people who sponsored this movement, as very dangerous citizens. Miss Jane Addams of Chicago, her name beginning with "A"—headed the list as "the most dangerous woman in the United States." And so they went down through the list. It was really quite a roll of honor, but was a personal attack on each one of these persons made to intimidate them. And it may interest you to know that what caused some of these

persons to be mentioned as dangerous citizens was that they favored the repeal of the Lusk Law, and a still more damaging charge was that some of them were said to be members of teachers unions. And another proof of dangerous, red radicalism controlled from Moscow was in several cases that the person named had been friendly to organized labor.

Now that is not a laughing matter. It is ridiculous enough; but these people are organized. Not, as I said before, merely for academic discussion, but to control American education in the interest of militarism which is rapidly becoming a vested economic interest in this country. There are some 3,000 jobs at stake in this matter, among other things. And yet, some persons ask why teachers should organize to carry out a definite program of work, instead simply for academic discussions of subject matter and methods. It was not teachers, and it was not the American Federation of Labor, that recently proposed (with the nerve to do it under the name of progress and advancement) a program of child labor which would reduce conditions below the level now maintained by the statutes of a very considerable number of the states in the Union. It was another organized body, the National Association of Manufacturers, that made this proposal. Are the interests of teachers in their pupils, not merely the children but also the youth of the country, to be confined to the teaching of textbook subjects and the improvement of methods? Or have the educators of the country at least as much interest in maintaining proper standards of child labor; in keeping reasonably high the age at which they may go to work; in protecting the number of hours per week, and in discriminating between safe occupations and those which are unsafe—as much real interest in this question as the manufacturers have? And have not the teachers an interest which is possibly less pecuniary and economic, a broader and more humane social interest? If they have why is it not merely their right, but even their duty and responsibility to organize to make themselves effective in securing the interests which should be closest to their hearts?

Now, Mr. O'Hanlon has told you something of the educational record of the American Federation of Labor. A few years ago I went over a good many of the documents in that field and I say without any fear of contradiction that there is no organization in the United States—I do not care what its

nature is—that has such a fine record in the program of liberal progressive public education as will be found in the printed records of the American Federation of Labor.

I won't say much about the desirability that teachers should get away from a kind of academic snobbery, for there is academic snobbery as well as financial and social snobbery. And I long ago came to the conviction that this snobbery is back of a considerable part of the objections to teachers unions and to their federation with other bodies of working men and working women. I think that is one reason why their arguments are weak. They can't put that reason in print very well; it has to be left as a kind of tacit emotional appeal. I should like to say a little more, however, about the fact that our whole educational system suffers from the divorce between the head and the hand, between work and books, between action and ideas, a divorce which is symbolized in this segregation of teachers from the rest of the workers who are the great mass of the community. If our programs of study in our schools are still too academic and too pedantic, too remote from contact of life, it is largely because the educators, administrators and the teachers are themselves so far remote from the actual problems of life as they are met by the great mass of the population.

If all teachers were within the Teachers Union and if they were not merely—like myself—here I am making a confession which is not in my subject—somewhat nominal members who try to keep their dues paid, but active working members who came into contact with the labor unions, with the working men of the country and their problems, I am sure that more would be done to reform and improve our education, and to put into execution the ideas and ideals written about and talked about by progressive educators and reformers than by any other one cause whatsoever, if not more than by all other causes together.

Teachers are too far remote from the work of the world; not too close to it. I repeat that is one of the fundamental causes for the perpetuation of the weaknesses in our traditional education.

Let me in conclusion say that the time will come—I am not sure that I will live to see it—when the question will not be, Why should I join the Teachers Union? It will be, Why should I not, or why has not this person and that person done it? The time will come when the principle of organization and

co-operation and the recognition of common interests of all of those who work in any way, whether mostly with their head or with their hands, or mostly with their voice, will be so clear that the explanations and the apologies and arguments will have to come from those who are not members of the Teachers Union.

EMOTIONAL TRAINING

Everyone knows that the well-educated person must have a trained intellect. Even those who do not care for mental activity and find no joy in such exercise realize that the life of culture can be attained only through an ordered development of the intellectual powers. The part which feeling plays in the rounding out of a personality is not so well understood. One who declares that the emotions as well as the intellect need to be carefully trained and exercised is under the necessity of explaining himself. Yet one cannot live on a high plane of culture unless he has fine sensibilities and appreciations. He cannot even think well unless he has experienced a wide range of emotions. One may be shrewd and at the same time unfeeling but he cannot be wise, he cannot understand life and its problems completely, until he has come to sympathize broadly. One who has felt a deep sorrow, who has thrilled with a refined joy, who has come to appreciate beauty, who has known the grandeur of spirit that the music lover feels, who has loved unselfishly, who has experienced justified indignation—such a one simply knows things about life that the cold, unfeeling person, however penetrating his intellect, can never comprehend. And these emotional experiences clear the mind. As the furrowed land brings forth its abundance of vegetation, so the mind plowed with stirring emotion blossoms with ideas which would wither in the barren soil of pure reason. Literature, music, art, religious devotion—these play as great a part in education as do the exercises which are more definitely and admittedly intellectual.—*Weekly News Review*.

ERROR

The report of the World Federation of Education Associations at Toronto this summer, which appeared in the November issue of *The American Teacher* was the official report of our delegate, Selma M. Borchardt, and was signed by her. Through a publisher's error the signature was omitted. We regret this, especially since this report was so ably prepared and showed so well the constructive program of the W. F. E. A.

Labor and the Schools

By G. W. PERKINS, Vice-President of the Union Labor Life Insurance Company
Address at Dedication of Samuel Gompers School, Chicago, Ill.

In paying tribute to Samuel Gompers we honor the memory of one whose devotion, untiring activity and service to the cause of education stand second to none. He thoroughly knew the need of education, especially for the masses. He fully realized that:

*True knowledge is mankind's greatest benefactor.
False teaching is civilization's greatest handicap.*

Education and the problem of civilization are one and inseparable. A substantial, true and indissoluble civilization requires broadness of mind and depth of vision, which should conserve the interests of all regardless of class or classes, and that will develop a condition in life out of which the great masses may advance mentally, physically, morally and spiritually, along scientific lines.

The trade union movement through increased wages, shorter hours, and better working conditions, is developing the physical well-being of the masses and in a measure is also developing the mind towards a broader and more comprehensive view of economic, social and political conditions.

It is becoming more and more the duty of the state to assist in the proper educational development of the masses. We are approaching a serious condition of affairs, both economic and political, that will require the combined judgment and united action of all of our people to avert a danger to our advancing civilization.

During Samuel Gompers' long, active life devoted to service, he never lost sight of or relinquished efforts to bring to active life a full realization of the foregoing fundamental truths. It is just and fitting that this great temple of learning should be named The Samuel Gompers School.

True knowledge is the world's greatest asset. How to develop that asset to further the best interest of mankind is the world's greatest problem.

I do not profess to be a trained educator. Labor knows what it wants in the line of education, and on that I shall speak. We train men in surgery, medicine, theology, finance, etc. We should train our educators to develop in the minds and hearts of all of our people the highest degree of freedom, justice and righteousness. Labor declares that more and more attention must be paid to the development

of the spiritual training of the young and growing minds or civilization will fall short of doing what we expect and rightfully deserve. Big interests hire the best brains and experience they can get to develop their assets and convert them into increasing bank accounts and material wealth. True knowledge is our asset, it belongs to mankind, to society as a whole.

It becomes our duty to hire the best educational brains and experience available in order that this great asset may be developed for the enrichment, the happiness and material welfare of all of our people.

Our teachers should be among the highest paid of all of our public officials instead of as now being among the poorest paid. Reliable authorities estimate that a teacher creates more social wealth than any other living person. And yet they are among the poorest paid.

It is our duty to constantly broaden the mass scope of intelligence, to instill a deeper spiritual understanding in the minds and hearts of growing children to the end that there may be a growing golden stream of the sunlight of happiness and righteousness which, together with a true sense of justice and freedom, may be the heritage of our children and our children's children. Children, regardless of age, have ideas and ideals and an individuality of their own which should not be overlooked. It bodes evil to stand over children and by threat or otherwise compel them to accept what the book says without explanation. A book in one hand and a threat in the other often does more harm than good. Freedom of thought, movement and action is inborn in us all and never should be disregarded; it of course becomes necessary to teach that freedom of action carries with it an obligation that they may not trespass upon the rights of others or ignore statutory limitations.

Independence is obtained through and by the ability to do things well with successful results. To become truly independent requires early and persistent educational training.

Freedom, justice, religious liberty, individuality and independence are not old-fashioned. They are up to date, ever-living, fundamental true issues and always

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must be or progressive, occidental civilization will perish.

Labor believes that good suggestion and the development of a higher spiritual understanding are better than unlicensed, uncontrolled liberty.

We are proud of the fact that the public school system is an American product. We also take justifiable pride in the fact that the organized labor movement of America was one of the first organized forces to endorse and actively promote our public school system. Samuel Gompers was one of the ablest living exponents of the organization of labor and stood second to none in his advocacy of compulsory education.

The first convention of the American Federation of Labor in 1881 declared:

"We are in favor of the passage of such legislative enactments as will enforce by compulsion the education of children; that if the state has the right to exact certain compliance with its demands then it is also the right of the state to educate its people to the proper understanding of such demands."

Public schools are promoted by the public and maintained by public funds raised by taxation. Tax funds are raised from the created wealth of labor. Labor power is furnished largely by the masses who indirectly carry the great burden of taxes. Labor has a moral and legal right to some say in the kind of education our public schools shall furnish.

I can best convey to your minds some of the thoughts, hopes and aspirations of our great leader whose name adorns this magnificent temple of learning by quoting some of his spoken and written declarations. He said:

"I believe that the welfare of labor depends to a very large extent upon the development of industrial education, and that the welfare of the employer and of the community is equally involved with that of the workingman."

"The problem of the labor movement is to protect those who work against those who desire to exploit and to give them constantly better opportunities for life and work. This discloses how vital is the interest of the labor movement in the maintenance of public educational institutions and in securing in these institutions training and education of a nature that will develop in boys and girls those qualities that make for energy, initiative and intelligent independence, coupled with economic interdependence and solidarity. The wage-earners are more vitally inter-

ested in securing the right kind of instruction in public schools than any other group of citizens. The public schools are the only educational institutions available for their children and for them."

On opportunity he said:

"The labor movement has insistently and persistently demanded that education shall mean opportunity for freedom, opportunity for larger and better lives for all. Opportunity for freedom and opportunity for larger and better lives can only result when man has control over his environment, his own personal faculties and his power to produce, and is able to use and adjust these to the best advantage."

On applied mentality and applied personality, he wrote:

"The labor power of wage-earners expressed in their work is applied mentality, applied personality. The labor of a human being cannot be a commodity or article of commerce; it cannot be the property of any one. It is inseparable from the mind and the body of the human being. An education that glorifies the creative ability of the individual—his labor—is injecting a revolutionary idea into all our philosophy of life. Such a plan of education will bring into the spirit of our nation a force that will make for larger freedom, for greater progress and effectiveness. It will be in direct opposition to that education which promotes docility, submissiveness, conformity. It will make possible for each to stamp his life work with all of the artistic imagery of which his nature is capable."

"Education must respond to the call of life. It must perform its work with understanding necessary to progress in every relation of life, necessary to democracy and to freedom. As there is no separation between the world of thought and the world of action outside schools, there must be no artificial separation within the schools."

He says: "Books assist but they are not the ends of education.

"In addition to the schools being a preparation for life, they are life itself to the children who must attend them. The children must learn from the world itself their life and work. Books are an agency, helpful in the degree that they assist to attain the larger purpose. They are not the ends of education."

His reasons for maintaining public schools by public funds are well stated:

"Education can inculcate the attitude of mind

that regards a human being as sacred, created for the joy of living, for co-operation in production and for action in all affairs of life as well as fortify each boy and girl with information to realize the ideal. Public schools nourish the fountain head of democracy—if they are corrupted then the cause of freedom has suffered a mortal injury. It is therefore fundamental that money for public education should come from public funds. Money from any other source or under private control has bred and must inevitably breed suspicion and poison the well and source of information. *Public schools of a democracy serve a great function—we want to keep them free from domination by big business—free to serve humanity, freedom, truth—free to make of the cosmopolitan masses within our country a united, effective nation capable of doing great deeds and living greatly."*

His views on individuality are worthy of reproduction. He says:

"The most conspicuous error of our educational system has been the sacrifice of individuality to a system. Until late years our schools have had the forms of democracy rather than the spirit. The attempt to force upon uninterested and unwilling pupils educational ideals that had been evolved for certain classes or professions failed.

"Modern educational leaders have endeavored to democratize educational theory and practices, and to afford to every child such training and help as will stimulate his initiative, develop his mentality and make him a resourceful independent participator in the affairs of life. They are doing this by conceding that the truths and data used for mental training are not necessarily found in books, but may be deduced from the conditions, facts and relations of present-day life, and that culture is not acquaintance with certain writings sanctioned by tradition, but is a habit of mind alert and able to detect the genuine, aware of what things are vital, and able to understand and test relations between forces. This training may be acquired by considering materials of present-day life, as well as those embodied in books.

"Public schools are now assuming the duty of helping the individual to find himself and to be ready and able to do his work in the world. The working people have urged the need of this educational ideal and will continue to press upon public attention the right of every child to the stimulation and development of its powers of body, mind and heart."

Samuel Gompers, one of the world's foremost advocates of universal education and true knowledge, possessed the rare faculty of combining sympathy and idealism with practicability. He never let his intense sympathy and idealism interfere with practical action. His vision and desire was to help create better and richer living conditions for all workers through the peaceful evolutionary process of education and orderly organization. Nothing could swerve him from his ideal. Education and more education scientifically administered with sympathetic understanding was his unalterable purpose.

ARE THE LAWS ADEQUATE?

When Senator James W. Wadsworth explains his reasons for having voted against the Federal Child Labor Amendment on the ground that it is a matter for state legislation, we are not surprised nor do we criticize, for such is the sincere view of many in the country. But when the Senator goes on to state that "An examination of the child labor laws of the states shows that all but two or three states in the Union are taking care of the children by their laws and in those two or three important beginnings have been made," we conclude that the Senator is misinformed as to the present status of child labor legislation. It is difficult to reconcile his statement with the following facts:

1. In seven states children are not required to attend school after they reach the age of 14.
2. In eight states it is not unlawful for children under 14 to work in factories and mechanical establishments outside of school hours, and in four other states, in case of poverty.
3. In 12 states, it is not unlawful to employ children under 16 for more than eight hours a day.
4. In 18 states the law does not require a certificate of physical fitness by an authorized physician as a condition of employment for children under 16.
5. In 17 states there are no laws prohibiting children of 14 to 16 from oiling, wiping and cleaning machinery in motion.—*The American Child.*

OKLAHOMA GIRL WINS WORLD PRIZE

Miss Florence McNeil, student in Central State Teachers College, Edmond, Okla., has won the \$50 prize offered by the World Federation of Education Associations for the best "illiteracy poster."

The award was made over many contestants from America and other countries. The theme of Miss McNeil's poster was "Illiteracy Defeats Democracy." The presentation of the prize was made recently by Dr. Augustus O. Thomas, president of the World Federation of Education Associations.

AFFILIATION WITH LABOR

A prominent associate superintendent who regards himself as a liberal said to the writer: "I have nothing against labor unions. They have their place. But they have no place in our profession. Such affiliation is undignified and un-American."

Being neither undignified nor un-American, why do I pride myself on my affiliation with organized labor? Why do I prize it so highly that I am willing to suffer denial of promotion, if need be, to maintain that affiliation?

First, I am a social being. I believe in justice for the people who toil and who make progress and prosperity possible. I know that neither justice nor prosperity come of their own accord. They must be fought for in an organized and intelligent manner. I want to do my share, however small, in securing both justice and prosperity for my fellowmen. In doing my humble share, I lose my aloof attitude, my non-social reactions toward life. My close contact with such a virile dominant force like labor and its practical and vital problems makes me human, humane and socially intelligent.

Second, I am a teacher who believes real progress can only be brought about by a saner educational outlook through more creative educational institutions. Who has been the friend of education? Who has supported all attempts to further educational progress? Organized labor made possible the establishment of schools supported by public funds. Organized labor's support made possible the modernization of the curriculum, compulsory education, kindergartens, health education, state scholarships, etc. Organized labor supported all measures for the improvement of teaching such as better salaries, tenure, academic freedom, creative schooling and the like. It is the children of the workingmen we teach and their support that makes our creative educational service possible and worthwhile.

Third, I am a teacher. As a teacher I must eat, dress, and have recreation and the normal pleasures to which every individual is entitled. I need a cultural wage, a sound pension system, decent working conditions. I know teachers must depend for these rights upon state or local legislation. Politicians generally recognize power, and organized labor has that power and has consistently used it to support the teachers in their demands. Organized labor has welcomed the teachers. Because I seek the help of labor and have profited by it, because I am not

a parasite, I desire to do my bit to help labor in the attainment of its ends.

Fourth, I regard war as both stupid and suicidal. Civilization will destroy war or it will be destroyed by it. I shudder when I think of thousands of innocent men, women and children destroyed by disease germs, gases or death rays to satisfy the lust of economic imperialism. Organized labor has consistently opposed aggressive war. It has supported conciliation and arbitration. It has been an outstanding advocate of international co-operation and has opposed militarism and imperialism. When war with Mexico was imminent, labor's outspoken opposition prevented it. Labor's opposition will help prevent an aggressive policy towards China. As an ardent advocate of peace and international brotherhood, I want to do my part through labor in bringing peace on earth and good will toward mankind.

Fifth, I believe in a better social order founded on the principle of service rather than upon greed or gain. From its inception labor has had a social outlook. It has not only fought for the betterment of the conditions of its own members but it has also fought to secure legislation for the betterment of the general public. It has truly sought to actualize its salutation of "Brother." It acts upon the principle "I am my brother's keeper." In harmony with that concept, it has favored woman suffrage, advocated child labor legislation, consistently supported freedom, advocated social legislation, sound educational legislation, the direct primary, the initiative, the referendum, the recall; it has opposed efforts to curb freedom, to limit human rights; it has sought to curb the trust; it has furthered pure food legislation, and hundreds of measures for the benefit of the people. I take pride in that record, in that social outlook, in the fact that its idealism is fully in harmony with the highest ideals of social progress.

Sixth, if a new order is to be ushered in, it will come only through the efforts of organized labor and not through the efforts of the Chamber of Commerce, National Manufacturers' Association or any similar organization. If labor is to act in a still more intelligent manner, it must be given a still broader vision through education. Here the teachers of America can render a great service to labor and to progress and in the rendering of that service have their own vision enlarged and opportunities for

Report of the Committee on Resolutions

Eleventh Annual Convention, American Federation of Teachers, June 25-July 1, 1927

The report of the Permanent Committee on Education presents six recommendations for consideration and action by the convention. They are submitted by the Resolutions Committee in the order in which they appear in the report of the Education Committee.

1. INSTITUTES OF RESEARCH.

The inquiry of the Committee on Education in this instance is directed toward the institute conducted by Dr. Richard T. Ely in association with Northwestern University.

In dealing with this section of the report of the Committee on Education, the attention of the delegates is especially directed toward the significant comment on this peculiar form of association of an education institution and a research institute which follows.

"We gladly grant that scholars of high integrity may and do legitimately serve private foundations. But the issue is one of a masquerade under false colors. We have an institute affiliated with Northwestern University as a genuine Institute of Research. This institute is largely supported by private groups, and it is obvious that much of the support would cease the moment the announced results of the research ran counter to the economic interests of those groups. The laws of self-preservation may be presumed to operate in the case of institutions and even institutes. Certainly with the handicap of so equivocal a position, research cannot gain and maintain the confidence and respect of the public. And this unnatural union of university and research in the interests of supporting groups must react disastrously on the university. It seems to your committee an acute and insidious form of a disguised control of higher education."

The Education Committee asks that all available means be used to secure adequate publicity for its report.

The Resolutions Committee moves concurrence in the recommendation of the Education Committee. It further moves that publicity be given through this organization and that copies of this section of the report be forwarded to the Education Committee of the American Federation of Labor.

(Motion carried).

2. JUNIOR HIGH SCHOOLS.

The position of the Committee on Education in the matter of junior high schools is to be commended for the fairness and moderateness of its attitude. The Resolutions Committee is in cordial agreement with the position of the committee as it is stated.

"The federation recognizes that the junior high school is still an experiment. It believes, however, that it is an honest effort to meet justifiable and searching criticism of the traditional school organization.

"It believes, moreover, that this type of school is not inherently dangerous or undemocratic, and that it can be made a factor of high effectiveness in the training of our youth. But it recognizes that there is a danger that this type of schools can and may be used to the injury of democracy, and that in some cities it has been so misused.

"It recognizes that in too many junior high schools there are the same undesirable features which are common to the elementary and to the senior high schools, and against which the federation has protested and still protests, i. e., over-crowding of shops and classrooms, over-large classes, over regimentation.

"The federation holds that it has an imperative duty to watch the development of the courses of study of these schools, and their administration, in order to give warning of the beginning of any dangerous tendency, if any should appear."

The Resolutions Committee moves concurrence in this section of the report and recommends that it be placed before the Education Committee of the American Federation of Labor.

(Motion carried).

3. INTELLIGENCE TESTS.

The question of intelligence tests is one which has occupied the attention of preceding conventions to a considerable degree. The Resolutions Committee submits that portion which contains the summary for your consideration.

"The committee recognizes that some value may be derived from dividing pupils into groups based on ability in doing certain types of work but feels that the reliability of tests so far devised is an open

question. It feels that if such classification be made on the basis of intelligence tests, great flexibility in passing from group to group should be preserved and that the experience of the teachers with the pupils should be the ultimate deciding factor.

"The American Federation of Teachers through its educational committee and its locals should be on guard against the introduction of methods which either unconsciously or by design lead to mechanization, regimentation and limitation of opportunity to individual children, or groups of children."

Concurrence is moved in this conclusion of the Committee on Education on intelligence tests with the recommendation that a copy be forwarded to the Education Committee of the American Federation of Labor.

(Motion carried).

4. THE CRIPPLED CHILD.

This section of the committee's report is directed toward the securing of legislation which shall provide for the crippled child such educational facilities as seem most likely to offer him the opportunity to fit himself for eventual economic independence. The committee's position is explained in its own words.

"The committee's study has been convincing that education and vocational training for the crippled child is humanitarian and can, in many cases, make tax producers out of potential consumers".

"The committee is also convinced that the necessary education for these handicapped children requires that provision be made for medical, surgical and institutional care.

"Hence, it desires to recommend that the American Federation of Teachers and its various locals strive to bring the matter before the legislatures of the respective states, and to interest labor and other local groups and other local and national organizations in securing the legislation necessary to adequate educational opportunities for this class of children."

The decision of the Committee on Education in this matter is based in large part on the work of the Research Bureau of the American Federation of Teachers. With a keen desire that the excellent work of the bureau and the committee result in action, concurrence in the committee's report is recommended, with a further recommendation that the permanent Committee on Legislation, in co-operation with the secretary, be instructed to begin a campaign in states where locals of the American Federation of Teachers are in existence to secure

such legislation.

In order that there may be a beginning of a campaign of general education on the question, it is also recommended that the Legislative Committee take steps to acquaint the secretary of the State Federation of Labor in each state as to his local situation. (Motion carried).

5. RURAL SCHOOLS.

Previous pronouncements of the American Federation of Teachers on the professional preparation of teachers explicitly state that it stands for a fully qualified teacher in every schoolroom.

The Committee on Education, on the very proper basis of injustice to the children and the menace to the nation in entrusting the education of such numbers to unqualified teachers, found only too often in rural schools, recommends as follows:

"The American Federation of Teachers, though largely composed of city locals, should not be indifferent to this injustice to children and the menace to our nation, but should urge upon its locals that they inform themselves on the condition in their several states and seek to interest all forces in their several states in the matter of improving the rural schools."

In view of the complications resulting from the varying conditions in 48 states, in the opinion of the Resolutions Committee, the Committee on Education has about covered the possibilities of action.

Concurrence is moved in the recommendation of the Committee on Education with a further recommendation that a copy of this section of the report be forwarded to all secretaries of state federations of labor.

(Motion carried).

6. OPEN MINDEDNESS.

The Committee on Education, in conclusion, urges a continuation of the scientific attitude of mind which has heretofore characterized the actions and decisions of the American Federation of Teachers.

The Resolutions Committee especially commends this section of the report and takes occasion to note that the committee which is to set forth those attitudes of mind, attributes of character and governing principles of conduct toward which all teachers may strive as an ideal will find it worthy of study.

"The committee recognizes that teachers also are subject to the common faults of humanity, among the most disastrous of which are suspicion of that which is new, fear of that which disturbs the estab-

lished order and disinclination to study faults in that which is and possibilities in that which might be. . . .

"It therefore recommends to the sympathetic but critical study of individual members and of education committees, of such modifications of traditional curricula, subject matter and methods as tend toward allowing the child more individual development and toward developing in him social awareness and civic conscience."

The Resolutions Committee believes this convention and the general membership of the American Federation of Teachers are indebted to the Committee on Education for a report of high type, characterized by the carefulness of its investigations, the impartiality of its judgments, the moderateness of its statements, the soundness of its conclusions and the frankness with which it has stated its positions.

RESOLUTION 2. (Amended. Approved as amended).

Whereas, Certain tests of the mechanical skills and achievements of pupils have been used to prove the statement that the size of the class does not affect the progress or development of the pupils; and

Whereas, These measurements test only the most objective phases of education; and

Whereas, The purposes of education include such "overtones" as development of character, of personality, of a sense of social responsibility, of control of the will; and

Whereas, We know that as yet no successful tests have been devised to measure these qualifications of character growth; therefore be it

Resolved, That the American Federation of Teachers request all its members who are able to do so to initiate experiments to determine in which subjects size of classes makes no differences in progress or retardation of pupils, and in which subjects small classes are imperative if we are to achieve the real ends of education.

RESOLUTION 3. (Approved).

Whereas, Certain schools of education which speak with the voice of authority to the American public, are now carrying on curriculum making based on the principle of "social utility," whereby the place and alleged importance of the various studies in the curriculum are to be determined by the results of investigations of the parents' average daily use of subjects studied in school; and

Whereas, Curricula based on such investigations

do not allow for school objectives based on higher intellectual and ethical conditions and better social adjustment of individuals than are prevalent in a community investigated; and

Whereas, Although the American Federation of Teachers recognizes fully that there is much material now in the public school curricula which should be eliminated, nevertheless, it believes that the elimination of old subject matter and the choice of new should be carried on the basis of principles which include preparing pupils not only for what is but also for what ought to be; therefore be it

Resolved, That the American Federation of Teachers bring this so-called "social utility" curriculum making to the attention of its members, point out its dangers and ask them to study any such project in neighboring universities, and be it further

Resolved, That the proper standing committee of the American Federation of Teachers be asked to get in touch with those professors and teachers using this method of curriculum making and lay before them the danger of thus limiting the educational opportunities of young people and thereby circumscribing their fields of advancement.

RESOLUTION 4. (Approved as amended).

Whereas, The American school method of handling clerical work of all kinds is to place it upon the regular class teacher whose time for educational endeavor is thereby decreased; and

Whereas, Reports credit foreign countries with hiring clerical workers to do clerical work; therefore be it

Resolved, That the American Federation of Teachers through an appropriate committee gather information as to the methods in use in two or more European countries and have it published in *The American Teacher*.

RESOLUTION 8. (Approved as amended.)

Whereas, The junior college is rapidly becoming an integral part of the free public school system, and will furnish college experience to thousands of high school graduates; be it

Resolved, That the American Federation of Teachers authorize its standing Committee on Education to carry forward an early study of the junior college and its general trend in education.

RESOLUTION 9. (Approved as amended.)

Whereas, Much of the character of the teaching done in the future in American public schools depends upon the quality of the present instruction

provided by the various university schools of education, and

Whereas, Reports upon the quality of the instruction in some of them charge that it is unscientific, uninspiring and unprofessional in tone; hence unlikely to develop professional self-respect in teachers; and

Whereas, Many members of the American Federation of Teachers attend classes in various schools of education during the year, and therefore, possess first hand information as to the quality of the instruction given; therefore be it

Resolved, That the American Federation of Teachers draw upon this fund of information to the end that the Federation may be able to furnish to its members, to the American Federation of Labor, and to others interested, a report upon the quality of the courses given at the various schools of education, pointing out which ones are most likely to stimulate and develop in teachers the qualities of mental alertness, social-mindedness, courage, initiative and professional self-respect.

RESOLUTION 10. (Approved as amended).

Whereas, For the past four years annual conferences of teachers engaged in workers' education have been conducted at Brookwood Labor College by Local 189 of the American Federation of Teachers; and

Whereas, These conferences, in the opinion of those present and many others who have read the published proceedings, have been most beneficial in bringing together to discuss their mutual problems those actually teaching in workers' classes; and

Whereas, The field for subjects of discussion at these conferences is extremely broad and complex; and

Whereas, The American Federation of Teachers commends the effort of any local to try out educational experiments: be it

Resolved, That Local 189 is commended and congratulated by the delegates of the eleventh annual convention of the American Federation of Teachers on the success of its experiment.

RESOLUTION 11. (Approved as introduced.)

Whereas, Brookwood Labor College, in addition to its regular school term, is attempting to work out in connection with a number of important unions, summer institutes running one or two weeks and dealing with the problems of particular industries; and

Whereas, Successful institutes have now been conducted for three summers, covering the railroad, textile, and electrical industries, supplemented by general labor institutes, and, this year, an institute for the Women's Auxiliary of the International Association of Machinists; and

Whereas, Those who have attended these institutes, including members of the American Federation of Teachers, believe that they provide valuable training for both teachers and leaders in the labor movement; be it

Resolved, That this convention especially call the attention of the delegates to these summer institutes, and urge them to do all they can to aid in their successful development by disseminating information and, where possible, by attending the institutes.

RESOLUTION 12. (Approved as amended).

Whereas, Academic freedom is being more and more menaced, as evidenced by punishment by dismissal of, or refusal of promotion to, to increasing numbers of teachers for criticism of superiors, for teaching the facts of science or for holding minority economic or political views; and

Whereas, With frequency, preference in securing positions is given on a basis of political, religious or economic convictions or affiliations rather than on the candidate's professional qualifications and fitness for the job; and

Whereas, Dismissals or penalties, when found to be of the nature set forth, and appointments decided on the basis noted, gravely endanger the entire educational system; be it

Resolved, That the American Federation of Teachers go on record as opposed to dismissals or punishments, when found to be of such nature, and to any attempt to curtail the full academic and professional rights of teachers and their rights as citizens.

RESOLUTION 21. (Approved as amended).

An independent, constructive citizenship can not be furthered by a public school that is itself limited in its expression. The voice of the free school is the voice of the free teacher. We therefore demand for teachers the full right to fulfil all their duties and privileges as citizens, both in the classroom and beyond its confines. We hold that restrictions of the fundamental rights of teachers to free speech, free assembly, and free publication amount to a conspiracy against the welfare of the people of the United States, and we will resist with

all our strength the perpetuation of existing, or the imposition of new, restrictions.

RESOLUTION 22. (Approved as amended.)

Whereas, Niccola Sacco and Bartolomeo Vanzetti have been sentenced to death in the state of Massachusetts after conviction on a charge of murder in connection with attempted robbery committed shortly after the close of the war; and

Whereas, From the moment of their arrests intense feeling was stirred against these two defendants as being foreigners and holding radical opinions; and

Whereas, There are many indications that this feeling exercised an undue influence upon the trial and its outcome, so that there exists the most serious doubt as to the fairness of the trial; and

Whereas, The conviction of men in a criminal case for opinions having no bearing upon the case is an utterly un-American procedure, tends to undermine faith in our courts and fosters bitter class-feeling; therefore be it

Resolved, That the American Federation of Teachers, in annual convention assembled, commend Governor Alvan T. Fuller of Massachusetts for his courageous action in the appointment of a committee of citizens of the highest standing to advise with him on the course to be taken in this most critical situation; and be it

Resolved, That we call upon Governor Fuller to relieve the intense anxiety felt by millions of citizens as the date set for the execution of these men draws near to take steps at the earliest possible moment to secure a just disposition of this case; and be it

Resolved, That this action of the American Federation of Teachers be forthwith communicated to Governor Fuller.

RESOLUTION 27. (Approved as amended.)

Whereas, The American people have at all times expressed their sympathy for the struggle for independence on the part of oppressed people and nations; and

Whereas, The Chinese nation is now engaged in a struggle to free its people and the Chinese government from the domination and control of foreign nations; and

Whereas, The presence of foreign troops for the purpose of maintaining such domination presents a grave danger and misunderstanding and a possible conflict between the Chinese people and the governments which these troops represent; therefore be it

Resolved, That we, the American Federation of Teachers, are in full sympathy with the national aspirations of the Chinese to become a nation free from foreign control; and be it further

Resolved, That we earnestly urge upon the government of the United States through the proper agencies the use of all known methods of peaceable settlements of international disputes in its dealings with the Chinese situation.

RESOLUTION 28. (Approved.)

Whereas, New York Local 5 of the American Federation of Teachers is conducting during the present summer on the grounds of Manumit School at Pawling, N. Y., an experimental school for 65 children and a training school in the methods and aims of experimental education for 25 student-teachers; and

Whereas, This experiment is in charge of highly competent educators including Dr. Henry R. Linville as director, and Dr. Joseph K. Hart and Miss C. Elizabeth Goldsmith as associate directors; and

Whereas, The American Federation of Teachers is deeply interested in all movements looking to the development of free, critical, creative education and in the training of teachers in such educational procedure; therefore be it

Resolved, That we heartily congratulate Local 5 on its vision and courage in launching this experiment, extend our good wishes to the directors, and express the hope that the results of this significant experiment be given wide publicity especially among the members of the American Federation of Teachers.

RESOLUTION 29. (Approved as amended.)

Whereas, Manumit School for the children of workers, at Pawling, New York, has recently suffered a great loss in the death of its co-founder, William Mann Fincke; and

Whereas, It has successfully met the serious difficulties created by this loss and is prepared to carry on its work during the new school year which opens in September; and

Whereas, Such schools as Manumit are capable of serving as valuable experimental stations for our public school systems and of exerting a great influence on furthering education: be it

Resolved, That the American Federation of Teachers, in annual convention assembled, urge upon its membership their sympathetic interest in the efforts of the Manumit school organization and a thought-

and dealing with the problems of particular industries; and

amount to a conspiracy against the welfare of the people of the United States, and we will resist with

ful consideration of the activities and accomplishments of the school.

RESOLUTION 30. (Referred to the Permanent Committee on Education for a year's observation and co-operation.)

Whereas, Science is today devoting great and increasing attention to human development during early life; and

Whereas, Nursery Schools for children, two to five years of age, are already being introduced into the public school systems of Chicago and Winnetka, Ill., Grand Rapids, Mich., Los Angeles, Cal., and other cities in addition to the many private co-operative and philanthropic groups already established; and

Whereas, Methods are rapidly being perfected which make possible almost complete control of the child's mind and personality during those most impressionable years; and

Whereas, This pre-school movement is of significance for many reasons to labor and in particular to the organized teachers of the country, who are in a position to make their influence felt, at the present stage, when there is as yet little standardization of either aims or methods; and

Whereas, The Workers' Nursery Association has been organized to conduct a first labor-owned nursery school and research center in Chicago, with extension service (speakers, bulletins, study-group leaders, etc.) to affiliate labor groups; therefore be it

Resolved, That the American Federation of Teachers endorse the Workers' Nursery Association and give the movement its support.

In regard to Resolution 30 on pre-school education and research, the Resolutions Committee feels that the movement is so new that neither the members of the committee nor the delegates are sufficiently informed to intelligently evaluate it. It therefore seems inadvisable, in our opinion, to endorse the work of the Workers' Nursery Association. All such efforts, however, are in line with the general thought of our organization—that education must be in a continual process of experimentation if it is to meet changing and developing social needs and conditions.

The committee recommends that the matter be referred to the Permanent Committee on Education for a year's observation and co-operation, the committee to report at the next annual convention.

We note with regret the absence from the eleventh annual convention of the American Federation of Teachers of Miss Mary Little, of Memphis, Miss Isabel Williams, of St. Paul, and Mr. Ed Sutton of Atlanta, former vice-presidents and active workers; and that of E. E. Schwarztrauber, of Portland, Ore., Miss Carlotta Pittman, of Memphis, and Dr. Henry Linville, of New York, vice-presidents, absent because of duties elsewhere.

We ask that the secretary be instructed to convey to them at an early date the greetings of the delegates here assembled and to express to them our hope that they may be with us at some future time for a renewal of friendships and re-association in work.

RESOLUTION 33. (Approved.)

We, the delegates to the eleventh annual convention of the American Federation of Teachers, feel that this has been one of our most successful conventions. It has been harmonious in spirit, definite in its positions in matters pertaining to real education, and fearless and forward-looking in its policies.

We wish to make a statement of our appreciation of the outstanding factors that have been largely responsible for such satisfying progress.

The calm deliberation, the simple dignity, the serious purposefulness and the magnetic graciousness of our president have contributed immeasurably to the spirit of harmony, good feeling, and fraternity that has characterized this convention from its beginning.

To our most efficient secretary-treasurer we wish to extend our appreciation of the thoroughness with which the plans for this convention were made and the effectiveness of their operation. Especially do we feel grateful for the splendid addresses which she provided for our inspiration and enjoyment. No delegate who has heard these men and women will return to his or her work without broader outlook, refreshed attitudes, and fuller understanding of the problems facing the American teachers in providing the right kind of educational opportunities for American youth.

We desire to extend to the newspapers of Chicago our grateful thanks for their cordial support.

To the management of the Webster hotel we wish to express our appreciation of the courtesies and privileges that have been shown us during the course of the convention. The delightful location, courteous consideration, and unrestricted privileges have

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connect between the Chinese people and the governments which these troops represent; therefore be it

membership their sympathetic interest in the efforts of the Manumit school organization and a thought-

THE AMERICAN TEACHER

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been important factors in making the convention pleasant.

We like to come to Chicago. One of the most significant reasons for this feeling is the fact that Chicago is the home of Locals Two and Three. We know of no other locals that exemplify so well the fraternal spirit of the A. F. of T. The sincerity of their hospitality, the cordiality of their entertainment, the generosity of their hearts, the beauty and simplicity of their fraternal affection overwhelm us beyond our power to express our feelings of gratitude. We wish for them success in the struggles in which they are engaged in the interest of the children of this city.

Respectfully submitted,
FLORENCE ROOD, Chairman,
Committee on Resolutions.

We live in deeds, not years—in thoughts, not breaths—

In feelings, not in figures on a dial;

We should count time by heart-throbs.

He most lives
Who thinks most, feels the noblest, acts the best.

—Bailey.

Special attention is called to the advertisement of the Dinkler Hotels in this issue as the Ansley Hotel has been the meeting place of the committees of Local 89, of Atlanta, for the past three years. The Ansley and Piedmont are two of the finest and most modern of Atlanta's numerous downtown hotels.

Local 89 has rented a downtown office and is using this method of expressing its appreciation to the management of the Ansley Hotel for the many courtesies shown to their officers.

AFFILIATION WITH LABOR

(Continued from Page 10)

further service enhanced. It was such co-operation that made possible the Educational Program of the New York State Federation of Labor—the most forward looking program in the country with the possible exception of our own. With labor's help that program will some day be actualized, otherwise it will be nothing but a program. By joining hands with labor we become part of the greatest movement for good the world has ever known. That opportunity by service to my fellow men is all the Americanism I need.

ABRAHAM LEFKOWITZ.

Buy Union Stamped Shoes

We ask all members of organized labor to purchase shoes bearing our Union Stamp on the sole, inner-sole or lining of the shoe. We ask you not to buy any shoes unless you actually see this Union Stamp.



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A handful of common sense is worth a bushel of learning.—SPANISH PROVERB.

THINK OF THE A. F. OF T.

Teachers are busy people. They are so absorbed in their daily work, that they never see the glories about them. That, to some extent, is true of some members of the most active locals affiliated with the A. F. of T.

Even in our dynamic local one member naively asked: "What is the A. F. of T.? Why do you make such a fuss about it? Why do you put its requests in the foreground of your agenda?"

No educational progress can ever be far-reaching merely through the act of a single locality. If any local has a real contribution to make to education or to the teachers of America, it must be made through some national agency. That agency is the American Federation of Teachers. If the A. F. of T. is to revolutionize the narrow or provincial educational outlook of the teachers of America, it must have the active support of its affiliated locals. Hence the importance of its requests.

The A. F. of T. has for its purpose the bringing of the message of unionism or labor affiliation and the social advantages that go with it, to thousands of our profession who still live, intellectually, in the dark ages.

The forward looking legislative program of the A. F. of T. which vitally effects every teacher of America; its fighting, courageous and educationally progressive attitude on tenure, academic freedom and teacher participation; its opposition to war and its

advocacy of a broader patriotism and sounder nationalism; its efforts to further humane and social legislation for all—are worthy of the fullest local support.

A local which fails to give that support to the A. F. of T., except when confronted with a local crisis, is not loyal to its international and is disloyal to its own idealism. Only as the union message of the A. F. of T. reaches the teachers can educational progress be achieved. Let our locals think more of the A. F. of T. By losing themselves in its demands they will more quickly attain the educational goal for which they are so earnestly and heroically striving.

ABRAHAM LEFKOWITZ.

THE AMERICAN FEDERATION OF TEACHERS, A NATIONAL ORGANIZATION

The teachers of the United States need a national organization in which they can partake democratically, for education is not just a local affair as we are so prone to regard it, but is a social problem common to the whole nation. As Dr. John Dewey says:

"Free schools were not established for the sole purpose of teaching reading and writing, but to perpetuate the democratic form of government."

The American Federation of Teachers offers the teachers the best, in fact the only, means of partaking democratically in a national teachers organization. The A. F. of T. is organized in local groups, that is, the national organization is composed of local groups; the local groups derive their existence from the national. They are one and inseparable. Each local is as the name implies a local organization, but it is also a part of the national movement.

It does not stand alone. In the national organization, locals have a connecting body, a clearing house. The A. F. of T. conducts its affairs democratically through annual delegate conventions, absolutely without dictation or interference of any kind. Such method tends to unite and nationalize rather than to isolate and localize. And this is tremendously important.

The American Federation of Teachers is better able to conduct the fight against repression in the freedom of teaching than is any other organization in the field. It was the only teacher organization that took cognizance of the Connery bill presented

at the last Congress and that was able to take effective action against it. What is done in Kansas today may be done in Illinois tomorrow! If a teacher is dismissed at a moment's notice for his political views in Pennsylvania, what will prevent the same procedure in Maryland?

Germs of this nature spread rapidly. The general establishment of teachers' tenure, of fair contracts, of real citizenship, can be accomplished only through the right kind of a national organization. The American Federation of Teachers, and the American Federation of Labor, with which it is affiliated, present a social and educational program more progressive than that of any other organized body.

These two groups of organized citizenry propose to release all teachers from a condition of practical serfdom to a condition where they will partake democratically in the administration of the schools. They propose to do for all teachers what they have already done for the teachers who have unionized.

BAILEY ON CIVIL LIBERTY

Taking "Civil Liberty" as his subject, Forrest Bailey, director of the American Civil Liberties Union, addressed the Social Problems Club of Columbia University recently.

In discussing freedom of assemblage and freedom of speech, Mr. Bailey said:

"The founders had behind them not only the English tradition of the right of assembly to discuss grievances and criticize the government, but also a long experience of meetings for this purpose.

"Those who seek today to limit freedom of assemblage and freedom of utterance when the purpose is to criticize the government forget our revolutionary beginnings. The founders certainly had in mind the things they themselves had practiced. The question of freedom is not involved when the thing uttered is merely the obvious and acceptable thing.

"Freedom of speech means the right to say the new thing, the unorthodox and unacceptable thing—the thing which protests the existing fact and calls for change. Insistence on this right is a defense of culture and civilization.

"A society which approves only the old and bans criticism of the status quo makes no provision for progress. Culture requires that new ideas should find utterance and win their way, if good, in open competition with whatever happens to be the current and accepted mode of thought."

In the highest civilization the book is still the highest delight.—Emerson.

WHY I AM A MEMBER OF THE TEACHERS UNION

GEORGE A. COE, professor of education, Teachers College, (retired):

I am a member of the Teachers Union because:

(1) It openly discusses educational interests that, by reason of official connections and habits of self-repression, come to full utterance in no other organization.

(2) It puts the public interest—that of the children—ahead of self-interest and ahead of administrative machinery.

(3) It gives a hearing to new ideas before they are popular and before they are considered by public school officers.

(4) It is on the watch against dangerous educational legislation and for needed laws, and has effective organs for making its ideas felt by legislators.

(5) It resists administrative abuses and injustices by marshalling against them both its own united force and that of fearless publicity.

(6) A spirit of good cheer and comradeship prevails.

JOHN HERMAN RANDALL, JR., assistant professor of philosophy, Columbia University:

I am a member of the Teachers Union because:

(1) I believe that every one should be a member of a democratic professional organization, and face the problems of his profession as a whole.

(2) I believe in the American labor movement, and judge that effective criticism must come from those working in it.

(3) I believe that by active participation teachers and other intellectual workers can contribute much to the success and the guidance of organized labor.

(4) I have the highest respect and sympathy for the aims and the achievements of the Teachers Union, especially in the American public school situation.

GARDNER MURPHY, instructor in psychology, Columbia University:

To me the labor movement, under genuinely humanitarian and intellectual leadership, is emphatically the most effective existing instrument towards economic and social reconstruction. The activities of the Teachers Union seem to me to represent an extraordinarily intelligent and courageous application of the best labor-movement philosophy. No money spent in a year yields me greater satisfaction than my Teachers Union dues.

Once we thought work was a curse; then it came to us that it was a necessary evil; and yesterday the truth dawned upon us that it is a blessed privilege.—Elbert Hubbard.

WILL ROGERS AND SYNTHETIC CHILDREN

I am mighty glad so many people in America are taking up the children work. I used to think there might be some chance of getting our government interested in it, but that's hoping too much. Being a ranchman and farmer and also a child owner, I have often wished that when one of my children got sick I could wire or call up some government expert and have him come look after them. Like I can do if one of my cows, or pigs get some disease.

If your fertilizer is not agreeing with your land the government will send a specialist, but if the food is not agreeing with the baby, why we have to find out what's the matter ourselves, and lots of times parents mean well but they don't know much.

So I am glad that you people are interested in children. 'Course they are a lot of trouble, but we just don't seem to be smart enough to find something that would be less trouble that would replace them.

That's the only thing we are shy now is synthetic children.

It's not a bad idea whoever thought of doing something for the children.

If it works and you improve them, I will send you mine.

Yours,

WILL ROGERS.

—From The Sacramento Chronicle, official publication Sacramento Parent-Teacher Council.

TEACHERS THREATEN STRIKE

Mexico City.—All the teachers in the state of Vera Cruz, threaten to strike unless their back pay is forthcoming at once, they say. They are supported in their demand by the organized workers.—The Illinois Miner.

"BROADWAY" BREAKS RECORD AT SELWYN THEATRE, CHICAGO

With its mingled elements of comedy, tragedy, girls and music, "Broadway" has literally swept Chicago off its feet during its long run at the Selwyn Theatre. Jed Harris' colorful drama of the cabarets is now in its fifth month at the Dearborn-st playhouse and in the matter of average weekly receipts, Chicago heads the list of cities where the play is now on view, including New York, Philadelphia, Boston, San Francisco, Berlin, Vienna, Budapest and Sofia. London gave it thirty-five profitable weeks last season.

The world-wide success of "Broadway" has been variously ascribed to its unique blending of comedy and tragedy, its splendid stage direction and its novelty of theme and atmosphere but with the rank and file of playgoers its absorbing and well-acted story is probably the strongest factor in its success. How Roy Lane, an egotistical but likable young "hoofer" in a New York night club makes love to Billie Moore, a beginner in the chorus, and rescues her from the clutches of a vicious gang leader, is told in colorful, swift-moving scenes in which gay humor is interspersed with grim tragedy. All the action takes place "back-stage" in the club and there is a bevy of sprightly chorus girls to add realistic musical comedy atmosphere. A jazz orchestra also lends pep to the performance.

Despite the heavy attendance at the Selwyn Theatre, good seats can be bought at the box office for any performance, including the regular matinees on Thursday and Saturday. Shoppers who plan to visit Chicago can order seats by mail or obtain additional information by telephoning the box office, Central 3404. Night performances begin at 8:25 and matinees at 2:25.

Tomorrow is the day on which idle men work and fools reform.

WORLD**EUROPEAN TRAVEL FOR RECREATION AND EDUCATION**

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Great Britain	7 days
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Central and Eastern Europe	16 days
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SEATTLE TEACHERS HAVE ORGANIZED

School teachers throughout the country are at last beginning to wake up to the fact that there is really only one way to secure the conditions that they are entitled to, and that is by organization; promises of politicians and others that those engaged in the work will be cared for properly if they trust to the interests have been so long ignored that members of that very necessary and honorable profession have become disgusted.

The American Federation of Teachers, affiliated with the A. F. of L., has been urging teachers to align themselves with the organization, which has accomplished much for the membership in the past few years, for a long time. Last week, in Seattle, the high school teachers came together and organized High School Teachers Union No. 200, with over 40 per cent of the 500 teachers enrolled, and many more coming in. They are to affiliate with the central body of the northern city. Los Angeles teachers, that complain so frequently of failure to be justly dealt with by the Board of Education, should make a note of the action and act accordingly.—The Los Angeles Citizen.

Coach—"Win this game in a businesslike manner today, men—there's a scout from a big New York bond house in the stands."—*Life*.

EDUCATIONAL PROGRESS

There is certainly a new spirit among women. A recent striking example in the educational field was given by Miss Rena Rockwell, head of the department of history in Elmira City High School. The Board of Education allowed a larger salary to a man teacher in her department, whereat she obtained a peremptory order of mandamus compelling equalization. The judge held that the case showed discrimination on account of sex and granted her petition.—Exchange.

SHOULD ORGANIZE

Teachers, principals and superintendents in public schools in America receive annual salaries averaging less than those paid to workers in manufacturing industries, according to figures just made public in a bulletin of the research division of the National Education Association.

The report shows that while the average salary paid to educators is \$1275, workers in 25 manufacturing industries had average earnings of \$1309 a year. The average salary paid to members of trade unions is \$2502; to high grade clerical workers, \$1908; to routine clerical employes working under supervision, \$1200; and to United States government employes, \$1809.—Los Angeles Citizen.

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BOOKS

Books are the legacies that a great genius leaves to mankind.—Addison.

TWENTIETH CENTURY AMERICAN NOVELS

By WILLIAM LYON PHELPS

American Library Association

The foreword to "Twentieth Century American Novels" entitled "The Author" is the keynote to the little volume, which is characterized by conservatism, sanity and above all, judgment, acquired through wide experience in life and literature.

The authors whom Phelps considers are Edith Wharton, Anne Douglas Sedgwick, Dorothy Canfield, Booth Tarkington, Willa Cather, Zona Gale, Edna Ferber, Sinclair Lewis and Joseph Hergesheimer with a passing mention of Theodore Dreiser, Robert Herrick and a few others of both sexes.

The list is indicative for Mr. Phelps is impressed with many salient features of the American novel. In graphic manner, he arrays the names of contemporary English writers all of whom live within a space as large as Michigan or North Carolina, and goes on to mention that considering the age of America and its geographical extent, it is not surprising that American literature is inferior to British, but that it is as good as it is, for writers have ceased to be imitative, and every section has its representatives, so that twentieth century American fiction is a social history of our country.

He accounts for the long list of women by the statement that fiction is largely imitative and reportorial. The rest of the brochure is consumed by comments on the representative works of the authors above mentioned, and passing remarks on many writers like Dreiser and Sherwood Anderson whom he dismisses as crude and awkward, and James Branch Cabell as lacking in simplicity and straight-forwardness.

These statements are frank and wholesome but lack the flavor of the opening pages. However, the brochure purports to be a guide to readers and as such it fulfills its purpose well by directing the uninitiated reader toward works of literary standards and away from experiments in pathology.

EDA D. OHRENSTEIN.

If faith is the ability to believe what we know isn't true, what is it that enables us to deny known facts?

THE THEORY OF THE LEISURE CLASS, by Thorstein Veblen, New York, the Vanguard Press, 1927. 50 cents.

Of course if a tapeworm had intelligence, speech and pride, it would do its best to conceal the fact that it really is a parasite; it would also do what it could to "show off" in such manner as to give itself improved social standing. To this end, for illustration, it would no doubt, prefer to live in the intestines of a senator, a banker, or a cosmopolitan bootlegger, rather than in the humbling digestive tract of a village alderman or bricklayer.

Human beings are like that—especially the privileged loafers of the human species, everywhere on earth. For many thousands of years, these social parasites, the tapeworms, in the body of human society, have turned a thousand tricks, have indeed developed a thoroughly interesting—and amusing—technique to get themselves so perfectly embellished, so conspicuously ornamented, so obviously eminent as social tapeworms, that their very social distinction will conceal the fact that they are indeed what they are, social tapeworms, and will also make them appear to be admittedly superior to their host, the social class upon which they feed, ride and revel.

Thorstein Veblen's *Theory of the Leisure Class* elaborately presents this whole matter in a manner that is profound, amusing, biting, almost bitter, and, to the social parasites, embarrassing. He skins them alive, tears to rags their mocking hypocrisies and holds them high to be easily seen, clearly understood, laughed at and despised. Accordingly, the parasitic class has hated and hounded Dr. Veblen ever since this book was first published. Happily this invaluable work has just been issued in very inexpensive form by the Vanguard Press.

AMERICAN FEDERATIONIST FOR DECEMBER

The December issue of The Federationist is of especial interest to officers and members of labor unions because it features discussion of one of labor's fundamental problems—the abuse of the injunction in industrial disputes.

President Green begins his editorials with a discussion of the union and human freedom. He maintains that the union is necessary for freedom and development among wage earners and that the employer's practice of requesting an equity court to restrain unions from carrying out their functions,

constitutes the building up of a government by judicial discretion in place of government by law.

He supplements his discussion of the general principles involved in this abuse of the injunction with comments on the injunction against the miners unions and the injunctions asked for by the Interborough Rapid Transit Company against all members of the American Federation of Labor and the Amalgamated Association of Street and Electric Railway Employees of America, to prevent their suggesting in any way that the employes of the Interborough, who are required to belong to the company organizations of employes, should become members of trade unions. The main points in the injunction against the miners are summarized in the legal information division of the magazine.

Andrew Furuseth, president of the International Seamen's Union, discusses equity power and its abuse, and relates the development of economic power from the time of the Roman Empire down to the present. Mr. Furuseth has been a close student of history and is an authority on the injunction abuse.

Mr. Furuseth believes that abuse of the injunction destroys freedom for workers. He says: "To transform a free man into a bondman whether it be done by brute force, legislation or judicial decree, is a crime against humanity and a reversal of American ideals."

A most timely article by Oscar E. Kiessling, an American mineral economist, entitled "The Price of Pillage" is a strong indictment of the industrial waste for which management in the oil industry is responsible. This is an article that should be read by all interested in conservation of our natural resources.

Both union members and management representatives will find valuable material in an article on union-management co-operation by P. J. McGrath, vice-president of the Amalgamated Association of Street and Electric Railway Employees of America, and assistant financial secretary of Division No. 85 of Pittsburgh.

The article describes how union management co-operation is being carried out successfully by the Pittsburgh Street Railway System. For about a year and a half the street car men and the management have appointed representatives to get together in joint sessions to consider problems of the industry and to work out improvements.

The joint committee has considered such problems

as additional service at peaks on congested routes and loss of time in dropping trailers. Mr. McGrath stresses this point:

"That there cannot be a true spirit of co-operation without you yourself being thoroughly co-operative in your own organization, for it is through the fact of your thorough organization that you will be sought as a necessity for co-operation."

An article on the work of women in Tennessee is of especial interest to women. This article interprets and summarizes a study of women in industry in Tennessee recently made by the Federal Women's Bureau. The average wage for white women in Tennessee is only \$11.10 a week, while the negro women get \$6.95.

Rennie Smith of the British Labor party and a member of Parliament, describes the Edinburgh Trade Union Congress, which terminated its policy of co-operation with the Russian trade unions and declared for a program of co-operation and peace within the industries.

An article on "Managers as Workers," by Willis Wissler, of Ohio State University, is interesting, especially to employers of union labor, because it gives an analysis of the functions and problems of management, showing that the purpose, ideals and methods of management are essentially the same as those of workers. Mr. Wissler shows how the manager works, making the most of his skill to promote himself, and is paid commensurably as is the workman.

American architecture is discussed by Lewis Mumford, a distinguished American architect, who makes a strong plea for adaption of architectural plans to the needs of those who live in the house, and for regional planning so that there may be definite planning among houses in any residential unit.

The section of the "American Federationist" entitled "Economic Statistics" has attracted wide attention in this country and abroad. Union executives and union members will find the index of labor's share of value in supporting the policy of increasing wages in proportion to productivity and prices.

The index of labor's share in production and in consumption declined for the month of September. In addition to statistics for the industry as a whole, labor's share is computed for food and kindred products, such as bread and other bakery products, can-

Local News

CHICAGO FEDERATION OF MEN TEACHERS, LOCAL 2

The Chicago Federation of Men Teachers held its regular meeting November 18.

School revenue, group insurance and teaching conditions, with special reference to time sheets and councils, were discussed. Good progress has been made in recent months, especially along lines of promotion from limited to general certificates and in technical education teaching conditions.

Membership shows a steady growth. Thirty-eight new members joined in November.

On December 9, Alderman Oscar F. Nelson, vice-president of the Chicago Federation of Labor, talked on organization.

CHICAGO FEDERATION OF WOMEN HIGH SCHOOL TEACHERS LOCAL 3

Regular meeting, November 18, at 4:15, at Women's City Club.

A complaint against the Board of Review has been filed in order to make the capital stock suit continuous. A decision on the mandamus suit is expected during the December term of the Supreme Court.

Reports are coming in concerning a shortage of American history texts. A survey is being made to ascertain if there are classes without books.

Miss Lillian Herstein was the speaker of the afternoon and gave a most interesting report on her visit to Palestine and Russia. She visited schools in both countries and found both greatly absorbed in developing a new social order.

Mrs. Florence Hall-Kirkpatrick, who is well known in artistic circles, gave an exhibit of her paintings at the A. F. of T. national office, November 26 to December 10. Forty per cent of the returns from sales went to the joint tax fund.

The Chicago League of Women's Voters Forum all-day meeting in the Florentine room of the Congress hotel, Saturday, December 10, took up the tax problem for discussion at the afternoon session. Miss Haley presented the elementary teachers' program and Mr. Stillman explained the capital stock suit of the two high school federations.

A joint bulletin on the Chicago revenue situation was published by Locals 2 and 3 and distributed to 12,000 teachers.

The membership of the Federation of Women High School Teachers was increased by 32 new members in October and November.

TEACHERS UNION OF THE CITY OF NEW YORK LOCAL 5

One hundred and seven new members in the month of November!

The banner record! And how was it done? By organization and hard work.

In every school was posted a notice—and a big one—headed "Why Teachers Should Join Their Union," and advertising an organization meeting at the Ethical Culture Society meeting house, November 18, at 8:15 p. m., with Dr. John Dewey, professor of philosophy, Columbia University, and Miss Katherine D. Blake, former principal, P. S. 6, Manhattan, and Mr. John M. O'Hanlon, secretary-treasurer, New York State Federation of Labor, as speakers.

Eighteen teams of from five to nine members covering the entire city were formed through the following invitations:

DEAR MEMBER:

You have, no doubt, heard whispers of the membership drive which the union is planning. It will open on the night of November 18, when John Dewey will address us and our non-union friends on "Why I am a Member of the Teachers Union." Thirty-two outstanding educators and teachers have sent us statements on the same subject. These will be released shortly.

All this to tell you that we need your help. We must bring into the union every progressive New York City teacher who possesses backbone as well as intellect. We will have a team captain who will work in your school district. Will you serve on her crew? The work will be so well organized that you will be responsible just for your school. We'll lend active support—speakers, literature, technic, etc.

All you have to do now is fill out the enclosed card saying you will serve and come to the captains and teams meeting on Friday, November 4, at 4 o'clock, at the Civic Club, 18 E. 10th-st. Don't stop for tea. We'll have it together at the club.

Cordially yours,
TRUDA T. WEIL,
Executive Secretary.

P. S.—Boost the November 18 meeting. Get your non-union colleagues to come! A notice is enclosed for posting.

Circulars and announcements followed in systematic order. A circular, "Why I Am a Member of the Teachers Union (testimonials of 37 outstanding New York educators) was announced one week and published the next. The same with "A History of the Union Since Its Inception."

Each member was furnished with a blank for the names and addresses of six teachers of his acquaintance most likely to respond favorably to an appeal to join the teachers' union, and received the following letter from the union's president, Dr. Linville:

DEAR MEMBER:

On November 18 we will inaugurate our membership drive with an organization rally at which Professor John Dewey, Miss Katherine D. Blake and Mr. John M. O'Hanlon will speak. It is to be a month's campaign with a "commencement" supper about December 19 at which new members will be feted and welcomed into the union.

The drive has not yet opened but already 25 new applications have been received. Will you not help us make our drive a thorough-going success? Surely there are teachers with whom you rub elbows in the course of the day's work who are interested in the union and who sympathize with what we are trying to do, but who have not joined simply because they have never been "asked." Will you not use the enclosed slip to give us the names and addresses of these potential members so that we may make an effort to bring them into our ranks? Don't list those who "ought to be in," if they are antagonistic or unsympathetic. It would be a waste of time.

We shall make contacts either by telephone or in person with everyone whose name you suggest.

May I take this occasion to thank those of you who have already done much to launch the drive?

Fraternally yours,
HENRY R. LINVILLE,
President.

In each school invitations similar to these printed below were extended.

TO OUR COLLEAGUES IN THE ETHICAL CULTURE SCHOOL:

On Friday evening, November 18, the Teachers Union of the City of New York, will hold a meeting in Ceremonial Hall at which the following will deliver addresses:

Professor John Dewey, of Columbia University, Miss Katherine D. Blake, former principal of P. S. 6, Manhattan, on the subject, "Why I Am a Member of the Teachers Union."

Mr. John M. O'Hanlon, secretary-treasurer of the New York State Federation of Labor, on the subject, "Why Organized Labor Welcomes the Teachers."

The undersigned, members of the teachers union, venture to call your attention to this meeting and to express the hope that you will find it convenient to attend.

While the teachers union is composed mainly of teachers working in the public school system, we believe that the work of the union is of interest to all members of the teaching profession and that this work deserves the co-operation of all who are interested in making the teacher's work socially significant and effective.

Very truly yours, Algernon D. Black, Elinor Goldmark, James Gutmann, Joseph Jablonower, Willys P. Kent, Katherine Pollak.

Jamaica Training School,
Jamaica, N. Y.

DEAR COLLEAGUE:

Less than two years ago I joined the Teachers Union, and my brief experience as a member has been most pleasant and helpful. The Union has a past record of substantial accomplishment and a practical program for the present and future.

Five union members are members of the joint salary committee of 15, which has done such good work in promoting the financial interests of teachers; but teachers have interests other than those which attach to salary schedules—interests relating to the conditions which help or hinder them in their efforts to accomplish the ends of education as these ends are modernly conceived. The Teachers Union is organized and equipped to promote these interests also—to foster in teachers, a professional spirit and outlook, and to secure conditions in which professional knowledge and skill may be fully utilized and professional ideals and aspirations more freely expressed in terms of service to young people.

But it is not my purpose to explain in detail "why I am a member of the Teachers Union," but to invite you to bear a very distinguished member of the Union answer this question, Professor John Dewey.

Topic: Why I am a Member of the Teachers Union.
Place: Ethical Culture Society Meeting House, 2 West 64th-st, New York City.

Time: Friday evening, November 18, at 8:15 p. m.

I sincerely hope you will find it possible to attend this meeting, for I am confident that the spirit and purposes of the teachers union are such as to appeal to a liberal and progressive mind.

Very cordially,
WILLIAM F. ROANTREE.

High School of Commerce,

FELLOW COMMERCE-ITE:

Do you believe that teachers need a *full-time* organization with an office and staff, functioning all the time so that every situation can be met promptly; so that teachers can secure the advice, the help and the service they need *when they need it?*

Do you believe that teachers need an organization having a constructive, aggressive and enlightened leadership not subject to official control or censorship, and winning from the public and school officials the respect our calling deserves?

Do you believe that teachers need an organization that can fight for better salaries, pensions, tenure, and for other teacher rights from the *viewpoint of the teachers*, and resist, whenever necessary, administrative abuses and injustices, by organizing intelligent public opinion effectively on the side of the teachers?

Do you believe that teachers should participate, to a greater degree than at present, in the determination of educational policies, methods and matters which vitally affect their daily life and happiness?

Do you believe that teachers should have a more concrete touch with realities, and a sense of craft solidarity which only unionization and labor affiliations can make fully possible?

Do you want organized labor, which made possible our public school system, and which has consistently and loyally stood by the teachers and the public schools, to work more efficiently and more intelligently for the cause of public education and to help secure for our demands the respect and the public attention they deserve?

If you do, then ATTEND OUR MEMBERSHIP MEETING on Friday evening, November 18, at the Ethical Culture Society Meeting House, 2 W. 64th-st., and hear America's foremost educator and philosopher, Professor John Dewey, Miss Katherine D. Blake and others tell why they JOINED the TEACHERS UNION.

Remember, the annual increase which you will receive for 1928 alone, an increase in which the UNION was a vital factor, will pay your UNION DUES for 80 years!! Can you afford *not to do it?*

Won't you, my fellow teachers, attend our meeting on November 18, to hear Professor Dewey, and then join hands with him and his group of constructive, socially-minded, practical and aggressive educators and teachers and thus help to do your share in making teaching a profession?

Cordially yours,
ABRAHAM LEFKOWITZ.

The following press release was sent to all the new York dailies for publication the week of the meeting:

"Why I Am a Member of the Teachers Union," is to be the subject of addresses by Professor John Dewey and Miss Katherine Devereaux Blake at the membership rally of the Teachers Union, on Friday evening, November 18, in Ceremonial Hall, the Ethical Culture Society Meeting House, 2 W. 64th-st. John M. O'Hanlon, secretary-treasurer of the New York State Federation of Labor, will also speak on "Why Organized Labor Welcomes the Teachers." The evening is to be the opening shot of a month's membership drive which the Union will conduct.

Dr. John Dewey is professor of philosophy at Columbia University and has held that post since 1904. Professor Dewey, recognized by all as America's greatest philosopher, and by many as the world's leading educator, has been a member of the Teachers Union for seven years and was its first vice-president for three years. He is the author of such educational classics as "Critical Theory of Ethics," "Democracy

in Education," and "Human Nature and Conduct."

Miss Katherine D. Blake was recently feted upon the completion of 50 years in the school system. Miss Blake was a classroom teacher for 18 years and became principal of P. S. 6, Manhattan, in 1894, and held that position until her retirement. When she retired she had been in the system ten days short of 51 years. Miss Blake was active in the suffrage movement even as a child, and remembers counting collections when her distinguished mother, Mrs. Lillie Devereaux Blake, carried on meetings. Miss Blake is still very active, especially in peace work. She gave a radio address on peace on Armistice night over WSYR.

Mr. John M. O'Hanlon, beside being secretary-treasurer of the New York State Federation of Labor, is chairman of its legislative committee, and has served as a member of that committee for various periods covering 20 years. He is the author of "Sketch History of the New York State Federation of Labor from 1864 to 1923" and "Legislative Achievements from 1864 to 1919." He is a member of the Troy Typographical Union and a life member of the International Typographical Union. He was the delegate from the New York State Federation of Labor to the American Federation of Labor Convention at Detroit in 1926. Mr. O'Hanlon is recognized as one of the most effective workers for the interests of organized labor in the country.

And then the meeting; many joined then and there; many joined later. And they still are coming. All of which proves that all that is needed is opportunity to present our program.

This effective campaign continued for one month, during which Dr. Linville spoke at many school meetings.

You have been told in considerable detail about this drive for you will want to go and do likewise. If you wish to know further particulars, write in for them.

As the announcement says:

"We expect the messages of these distinguished union teachers to reach far out and ultimately to convince thousands."

The drive closed December 18 with a "commencement supper."

THE TEACHERS UNION OF WASHINGTON, D. C., LOCAL 8

The Teachers Union of Washington, D. C. had an immediate result of an increase in membership of 40 as a result of the following letter:

FELLOW TEACHER:

Do you realize what the Teachers Union has done and is doing for you?

During the past year the Teachers Union worked towards securing the *sabbatical year* with part pay. The plan for the financial adjustment of a sabbatical year used by the Board of Education in its bill was first suggested by the Union. Further work on the sabbatical year will be done by the Union during the school term.

Plans are being made for a campaign to secure the *single salary schedule* (equal pay for equal qualifications) for Washington teachers.

As a result of the protest made by the union against Superintendent's Circular No. 60, issued last spring, a further circular was issued, Superintendent's Circular No. 97, assuring teachers that there was no intention of denying them the right of trial as guaranteed to them in the Organic Act of 1906, and upheld by numerous court decisions.

The Union has made a study of the legal aspects of the *pension options*. As a result of this study, the Union has forwarded to the Teachers' Council a series of questions relative to the options. These questions will be considered by the Council shortly.

The Teachers Union protested against the duplication of effort in preparing the *blue census cards* required by the department of school attendance and work permits. As a result the work required of the teachers was reduced to a minimum.

Did you know that Frederick William Wile, one of the best known newspaper correspondents, spoke at the union luncheon on Saturday, November 5?

If you are already a member, have you paid your dues to support these activities? If you are not a member, pay your dues and pay your share.

Pay dues to your building representatives or direct to the treasurer, Mrs. Elizabeth Draper, 1521 35th-st., N. W.

Fraternally yours,

ELIZABETH HAWXHURST,
Chairman Membership Comm.

This 40 is but the beginning. Such a record and such efforts as this together with much individual work will bring, in the not remote future, the day which Dr. Dewey prophesies:

"The time will come when the principle of organization and co-operation and the recognition of common interests of all of those who work in any way, whether mostly with their head or with their hands, or mostly with their voice, will be so clear that the explanations and the apologies and arguments will have to come from those who are not members of the teachers union."

The union members of one junior high invited all junior high teachers to a tea, where organization and affiliation were the topics of conversation.

ELIZABETH DRAPER.

ST. PAUL FEDERATION OF WOMEN TEACHERS, LOCAL 28

Announcement was made at the meeting November 28 of the Federation of Women Teachers union that arrangements had been concluded with the President theater for the staging of "The Judge's Husband" at that theater the week beginning December 11 for the benefit of the teachers' sick fund.

This will be the first showing in St. Paul of the play, written by William Hodge. Teachers will receive a percentage of tickets they sell to all performances for one week, with the exception of Monday performances.

Alice Hosmer of Central High School reported that nearly \$2000 has been paid to teachers in benefits from the group insurance plan, which has been in operation for two years. Renewal of the master policy was discussed, but action was deferred.

An increase of members in the Teachers' Credit Union was reported by Miss Flora Smalley of the Hill School.

Re-establishment of the former school library

service with special librarians in charge was unanimously advocated.

It was the unanimous opinion of the meeting, at which 85 schools were represented, that this economy measure has greatly curtailed the effectiveness of the library service. One teacher reported that circulation of books at one school had dropped from 500 volumes per week to 500 per month.

Formation of a joint committee, composed of five representatives each from the Principals' Club, the Men Teachers and the Federation of Women Teachers, to assemble facts with a view of suggesting a new teachers' salary schedule was reported to the meeting.

Genevieve Hopkins, president of the federation, was authorized to appoint a committee to enumerate the odd jobs assigned to teachers, such as caring for school milk stations, weighing children, keeping a record of their weights and census taking, and to report on the amount of the teachers' time taken up in performing such work.

Mabel A. Colter of Mechanic Arts High School, vice-president of the federation, presided as a substitute for Miss Hopkins, who was one of the hostesses at a dinner served in connection with the meeting.

ST. PAUL FEDERATION OF MEN TEACHERS, LOCAL 43

The St. Paul Federation of Men Teachers held one business and one social meeting in November. Senator Henrik Shipstead was the speaker at the social meeting. He urged that the people of the world put a check on their foreign offices to prevent the international game they are playing for raw materials from resulting in another world war. He urged against being deceived by those who talk peace while actually sowing the seeds of war.

Senator Shipstead pointed out the relation between war and its resultant mass production to the depressed condition of northwest agriculture.

"Possibilities of future wars," the senator said, "concern us all. Democracy is being pushed off the boards and government is slipping into the hands of dictators."

"World markets cause war and raw materials are now in greater demand. Diplomats are pulling strings to get control of raw materials and when their lines snarl conflict is bound to result."

"Haiti is an example. That nation overthrew two foreign invasions which sought to capitalize on its abundant resources. When that country established its independence a clause was put into its constitution prohibiting foreigners from owning land

to protect the native whose only livelihood was derived from that land."

"When a revolution occurred in 1916, the United States sent troops there to restore order. We decided to stay. A new constitution for Haiti was drawn up in Washington, which permits foreigners to own land and efforts are being made to introduce mass production into that country. The Haitian government, which supports that constitution, could not exist 15 minutes except for the armed forces of the United States."

"Germany organized an enormous army, France did likewise and Great Britain built a great navy—all in the name of peace, their leaders told the people. You have all seen the result of those peace moves."

"When the World Court was discussed in Congress people from all parts of the country came to Washington to influence senators in its behalf."

"When the United States sent an armed force into Nicaragua they were not there to plead the cause of peace for that nation. Neither did they do it for Haiti."

The business meeting was very important and covered the following points:

(a) Endorsement of start of long campaign for salary increase of all teachers.

(b) Working for changes in school section of proposed city manager charter.

(c) Explanation of workers' education program.

Seven new members were received. A joint committee from the St. Paul Federations Locals 28 and 43, Mr. E. J. Harrell, president of Local 43, chairman is studying the school provisions of the proposed city manager plan charter.

Some months ago the joint committee for the teachers' organizations submitted to the sub-committee of the charter commission, certain provisions which they felt should be incorporated in the draft.

The teachers' committee has been making research on the school phases of the city charters and is ready to consider and pass on the school features of the new charter.

S. S. TINGLE,
Vice-President.

SACRAMENTO ELEMENTARY TEACHERS' FEDERATION, LOCAL 44

The Sacramento Elementary Teachers' Federation sent its quota of delegates to the meeting of the California State Federation in San Francisco and plans to take an active part in the state and local program. Three new members were received in October.

HENRIETTA MERRILL,
Treasurer.

MEMPHIS TEACHERS' ASSOCIATION,
LOCAL 52

The Memphis Teachers' Association held two meetings in November at which candidates in the municipal election were discussed. A questionnaire was sent to all candidates to determine where they stood on teachers' salaries and teaching conditions. Favorable replies were received.

The association is launching a salary campaign and inviting all non-members to join the organization and participate.

There has been a steady increase in membership this year. Twenty-seven new members were admitted in September and October. More are coming.

CARLOTTA PITTMAN,
President.

SAN FRANCISCO FEDERATION OF
TEACHERS, LOCAL 61

Program of Action for the Year 1927-8

1. Course of study—Junior and Senior High. Paul Silvey, Miss Muriel Pettit, Russell P. Marble, Earle W. Barker.
2. Salaries—Readjustment and Upward Revision. Miss H. Revoy, Miss D. L. Prioleau, Miss Anna Anderson, C. A. Colmore.
3. Pensions—Survey of State and City Systems. M. J. Jacobs, Miss Eleanor B. Smith, Mrs. Shirley Williamson.
4. Tenure—Local provisions for those teachers occupying administrative positions. E. J. Dupuy, Miss Delight Rice, E. Salzmann.
5. Sabbatical Leave. P. J. Mohr, W. J. Graham, Miss Mae L. Johnson.
6. Complete Independence of Board of Education. H. P. Dole, Miss Anna May Quirk, George H. Learned.
7. An Administrative Building for the Department of Education. Deputy Superintendent David P. Hardy, U. Graff, H. H. Wall, Richard Zeidler.
8. Teacher Load. Con. Davis, A. O. P. Taylor, Miss Myra Gibson, Mrs. Pearl R. Constantine.

At its regular meeting on November 14, the federation heard Professor Fletcher Swift of the Department of Education on "School Finance."

An increase of interest has been manifest, due to Dr. Swift's inspiring talk, with a resultant growth in membership.

GERTRUDE RODDY,
Recording Secretary.

PORTLAND TEACHERS UNION, LOCAL 111

All will be interested to know, if the news has

not already gotten around, that Seattle teachers have organized and are recorded as Local 200 in the American Federation of Teachers. Mrs. Hanson carried the application for the charter home with her as she had hoped to.

It was the privilege of the writer of these notes to be present at a small meeting of representatives of the unionized school teachers of Seattle a week ago Saturday. It was an enthusiastic group and of the stuff which will make a success of the Seattle Teachers Union, Local 200. Fine that they had adopted frankly the name "union." Best wishes to our sister local in the northwest. May we now be on the road to a Northwest Federation of Teachers Unions. Bellingham ought to be next. Everett teachers are badly in need of organization. The big mills there own the town and teachers can scarcely call their souls their own. But Everett teachers are not alone in that regard. We have teachers much nearer home who scarcely know that they as much as possess souls. It is a sad fact, but true, that in a near-by school district where there was a real enthusiasm for a time in unionization, ardor cooled when teachers went home and talked matters over with family and friends.

In practically all cases the causes in the opinion of a careful observer and friend of unionization were fear and ignorance. What a cowed lot we are and how little we know it. Most teachers would hotly resent the charge that they are the victims of fear. However, they would in most cases do many things—if they did not fear. One of those things they would do would be to organize in the only manner that can in the long run prove effective.

Considerable progress has been made on the union committees' work on sabbatical leave. The committee met with Mr. Thorne last Thursday and submitted its report to him. Further action on the part of the committee will be announced later. Full report will be given at the coming regular meeting of the union.

It was a great pleasure to all of us to have had Mrs. Hanson of the national organization with us the week of October 17. The word "inspiration" is a worn one but it expresses what Mrs. Hanson's visit meant to us. We on the coast get so few of these contacts with our fellow workers from other fields. Distance are so abominable. Easterners, particularly in the large cities, can scarcely realize our isolation. What is true of us is no doubt true of scores of locals

scattered throughout the United States in isolated spots. All of which is argument in favor of some method of financing a field secretary or an occasional visitor to new and old locals.

All will be interested to know that Mr. Rice invited Mrs. Hanson and Mr. Schwarztrauber to accompany him on an inspection tour among the platoon schools. The Buckman and Couch schools were the only ones which time permitted visiting, but it was a profitable morning for all concerned, which includes Mr. Rice, we hope. Some fine work is being done if a cursory view of things can be a basis of judgment. But the question would not down as to the effect upon the teacher of the enormous increase in clerical work.

One teacher frankly admitted in front of visitors and principal that the size of classes was such that placing a measure on a student's accomplishment was merely guesswork and "insincere." One got the impression also that what is heard as a rumor is in fact truth, i. e., that criticism by the teachers of the platoon system is not very greatly desired, to say the least. When the principal was not near teachers admitted their doubts about the system. Of course such criticism has to be discounted somewhat for are not teachers usually averse to new experiments in education and would they not be to this latest one? Anyway, so we are told, we should not criticize the system in its initial stages, but rather give it a chance to prove itself. In the meantime the system is being rapidly introduced throughout the city. What good will criticism do when the system is once thoroughly established?

The chief appeal of the system to Chamber of Commerce minds is that it is economical from the building program standpoint. To parents and teachers the chief argument in favor of the system is that it makes possible specialists in teaching and therefore *better* teaching. But what good is specialization if the size of the classes increases as they are bound to do in the present demand for economy and more economy. Specialization isn't saving the high schools with the average size of classes gradually being pushed upward. Mediocrity is the chief product of the high schools. Can the grades do any better? We doubt it. The solution in our opinion is better trained teachers, smaller classes, and experimentation, and that means more, not less money spent with emphasis on teachers and pupils, not on buildings.—Portland Teachers Union Bulletin.

The regular meeting of the Portland teachers union was held November 19 at the Congress hotel at 12:15 p. m.

The question of sabbatical leave was discussed and a report made to the superintendent's office, which was favorably received. Co-operation for publicity of sabbatical leave move is being established with other teacher organizations. An organizing committee of one from each school has been established. Good results are expected.

E. E. SCHWARTZTRAUBER,
Organizer.

FULTON COUNTY PUBLIC SCHOOL
TEACHERS ASSOCIATION, LOCAL 101

W. F. Dykes, Fulton High School principal and former superintendent of Atlanta public schools, was elected president of the Fulton County Teachers Association at the first general meeting of the school year, held at Fulton High School.

The other officers, who were reelected, are Robert H. Lamkin, vice-president; Miss Lydia Guice, secretary, and Mrs. Lena H. Cox, financial secretary.

Boyd Taylor, whom Mr. Dykes succeeds, was president of the association for two years, but resigned in order to continue a journalistic career on the editorial staff of an Atlanta newspaper, which he began prior to entering the teaching profession.

The association comprises 300 teachers of Fulton County, East Point and College Park, and is affiliated with the Atlanta Federation of Trades and the American Federation of Teachers. East Point and College Park have been added to the county system this month.

AMERICAN FEDERATIONIST
FOR DECEMBER.

(Continued from Page 23)

ning and preserving, confectionery, flour, feed and other grain mill products, slaughtering and meat packing, and for stone, clay and glass products. In the cement industry, the decrease in labor's share is startling. Labor's share in the marble, slate and stone industry has declined since 1921. Labor's share in the clay products industry increased slightly since 1923. Labor's share in the glass industry declined sharply between 1921 and 1923, increasing slightly in 1925.

The American Federationist, Washington, D. C., William Green, editor. Subscription price \$2.00.

**ELEMENTARY TEACHERS UNION OF
CHICAGO, LOCAL 199**

The Elementary Teachers Union of Chicago has organized and affiliated with the American Federation of Teachers. Agnes B. Clohesy is president and Florence B. Green is secretary-treasurer.

The program of action adopted by the new organization follows:

1. The reestablishment and official recognition of self-governing teachers' councils, meeting on school time, for the purpose of utilizing the experience and initiative of the teachers in the conduct of the schools, the recommendation of such councils to be made a matter of official public record.
2. Adequate upward revision of salary schedules.
3. Maintenance and protection of the present pension system.
4. Alert vigilance in the protection of security of tenure during efficiency.
5. Reduction in size of classes to make possible effective personal contact between teacher and pupil.
6. Equitable enforcement of present tax laws, combined with persistent effort to secure modernization of our revenue system.
7. Revision and modernization of the taxing system to provide adequate school revenues and practical effort to provide revenue under provisions of the present law pending permanent revision of the present taxing system.
8. A reversal of the tendency toward mechanization in school procedure.
9. The freeing of teachers from the increasingly intolerable burden of red tape and clerical work for what should be their main function, teaching, through the simplification of records and procedure, and the placing of transferable clerical work in the hands of clerks.
10. The placing of supervision on a constructive co-operative basis.
11. Prevention of legislation tending to restrict truthful teaching in the social and natural sciences.
12. Endorsement of the spirit and principles of the American Federation of Teachers as exemplified in the Preamble to its Constitution:

"We believe in democracy, and in the schools as the chief agency of democracy."

"We believe that the schools have failed in their fullest attainment because of undemocratic administration, adherence to tradition, and lack of responsiveness to the needs of the community; and that

the teachers must find the remedy, if it is to be found.

"We believe that servility breeds servility, and that if the schools are to produce free, unafraid men and women, American citizens of the highest type, the teachers must live and work in an atmosphere of freedom and self-respect.

"We believe that the teacher is one of the most highly productive of workers, and that the best interests of the schools and of the people demand an intimate contact and an effective co-operation between the teachers and the other workers of the community—upon whom the future of democracy must depend."

If you believe in the social and educational program of the Elementary Teachers Union as outlined above, you are invited to become a member and to co-operate in its promotion. By joining you will increase further the work done to advance our profession.

The new local has been enthusiastically received by the teachers, the Chicago locals, and by labor groups.

A brilliant future of usefulness to the Chicago schools, teachers and community is before the Elementary Teachers Union of Chicago.

**SEATTLE HIGH SCHOOL TEACHERS UNION,
LOCAL 200**

Nearly 200 of the 467 high school teachers of Seattle, have joined a union, which will be known as Seattle High School Teachers Local Union No. 200, of the American Federation of Teachers. The new union will affiliate with the Seattle Central Labor Union. A similar organization has been formed at Rock Springs, Wyo. Mrs. Florence Hanson, national secretary, established both organizations.

THE LABOR HERALD,

Kansas City, Mo.

Quite a distance from Seattle, Wash., to Kansas City, Mo., but they think in Kansas City that this is good news. The secretary of Local 200 is W. E. Milliken, 1815 Fourth-av, West, Seattle, in case you want to write to him and find out just how it is done. The Seattle union has a good hard year's work before it to meet its own program.

"The welfare of the Seattle youth and your own economic betterment demand that this organization begin functioning this month," is the way Local 200 makes its first public announcement.

**ROCK SPRINGS TEACHERS UNION,
LOCAL 201**

The Rock Springs Teachers Union is not yet one of our 100 per cent locals in membership, but it is going to be for it is now fast approaching that goal. One hundred per cent in membership follows 100 per cent in spirit which the Rock Springs Teachers Union has. Harry W. Fox, president of the Wyoming State Federation of Labor and Dr. Roy E. Burt, director of workers' education, Rock Springs, have been greatly interested and to them is due the success of this movement. All we have to do now is to watch the locals in Wyoming grow.

**SUPERIOR FEDERATION OF TEACHERS,
LOCAL 202**

The Superior Federation of Teachers organized as Local 202 of the American Federation of Teachers November 9. Florence Rood and Genevieve Hopkins, St. Paul Women 28, S. S. Tingle, St. Paul Men 43, and Secretary Hanson conferred with an interested group and found them enthusiastic for the program of the American Federation of Teachers and conscious of the social significance of the Labor movement.

With such a background the value of Local 202 to the educational and civic life of Superior is a certainty.

To M. M. Krieps, editor of *The Superior Labor Journal*, is due in large measure the establishment of this new group. The interest and sympathy of the administrative officers and Board of Education of Superior with the progressive social and educational program of the new organization is very gratifying. P. A. Baechle, is president and Maurice Hennessey, secretary.

WHAT TIME IS IT?

The time of day I do not tell
As some do, by the clock.
Or by the distant chiming bells
Set on some steeple rack,
But by the progress that I see
In what I have to do.
It's either Done o'Clock to me,
Or only Half-Past Through.
John Kendrick Bangs.

Every day in school increases the economic value of the individual pupil by \$9. Every day in school is worth \$9 to every one there but the teacher.

WORLD HERO CALENDAR DEPARTMENT

CALENDAR OF WORLD HEROES FOR 1928
PORTFOLIO OF WORLD HEROES

Dear Friend:

Who are the twelve figures of human history most worthy to be remembered because of nobility of character, fearless and self-sacrificing devotion to a great cause, and constructive work for humanity of a permanent character? Probably no one lives who is well enough informed or wise enough to determine.

The opinions of approximately 282,000 students, in 195 high schools in the United States of America and 368 schools of comparable grade in more than thirty other countries of the world, would, to say the least, be very interesting. The twelve best essays on the twelve heroes they chose and the portraits of those twelve heroes are beautifully printed in a two-color calendar of 13 sheets, 11 by 18 inches, bound together at the top and provided with a cord for hanging against the wall.

You and your young people will want some of these calendars for the year 1928, especially if you had the calendar for 1927, of which an edition of 10,000 was sold in 12 weeks. The new calendars have just come from the printer's and are being furnished for 50 cents apiece, or three in one package for one dollar. As the present edition is small, I would advise your posting your order today—one calendar for your home, one for the office and one for the community school. This will make just a dollar. It would be a still better plan to wire your order right now and send the money in a letter later. Anyhow, do not delay. Please tell your neighbors about it, too.

Faithfully yours,
ARTHUR CHARLES WATKINS,
Associate Secretary.

No More Illiteracy!

Send your address by postcard,
to receive a sample copy
to

MR. LOUIS TESSON,
50 Batavia Street Boston, Mass.

American Federation of Teachers

327 S. La Salle Street
CHICAGO, ILL.

**Affiliated with the American Federation of Labor
Organized April 15, 1916**

The American Federation of Teachers desires to establish an intimate contact and an effective co-operation between the teachers and the other workers of the community.

The American Federation of Teachers desires to co-operate with all civic organizations for improved civic life.

Groups of seven or more public school teachers are invited to affiliate with this National Organization of Classroom Teachers, for mutual assistance, improved professional standards and the democratization of the schools.

Our Slogan Is:

Democracy in Education: Education for Democracy

"The American Teacher" is published monthly by the American Federation of Teachers. Membership dues carry subscription to the magazine. To all others the subscription price is \$2.00 per year, 25 cents per copy.